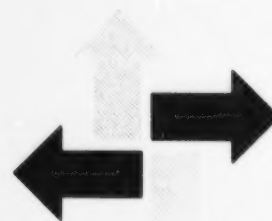


**NINTH
ANNUAL
REPORT
1983/84**

**TRANSFER
PATTERNS
STUDY
FALL 1983**



**ALBERTA
COUNCIL ON
ADMISSIONS
AND TRANSFER**

CONTENTS

	Page
Ninth Annual Report 1983/84	5
Transfer Patterns Study, Fall 1983	19

NINTH ANNUAL REPORT 1983/84





Transfer Patterns Studies

These Council studies, designed to provide data on the number and destination of students transferring to Alberta post-secondary institutions both from within and from outside the Province, were initiated in 1979. The data, based on fall registrations as reported by receiving institutions, are now complete for a five-year period — from 1979 to 1983 (inclusive).

The Council now has firm information on the volume, nature and direction of post-secondary transfer traffic in and into the Province. It knows, for example, that growth in over-all transfer activity has been substantial — 38% over the five-year period. More specific kinds of data (quantifying transfer pressures in different categories of institution, and even in particular institutions) have been most useful to the Council in determining its activities and priorities.

For each of the first four years (1979 to 1982) of the studies, the Council has published an individual report. It seems both economical and useful to publish this, the final (1983) report, in conjunction with the Council's Annual Report for 1983/84. (See pages 19-24 for the latest Transfer Patterns Study).

It is proposed that, without formal publication, future transfer data be recorded and monitored annually.

Provincial Transfer Guides

In June 1984, after nine years of operation, the Council will be distributing the eighth annual **Provincial Transfer Guide**. This publication has for many years been established both within and outside Alberta as a useful transfer document, and is considered indispensable for transfer operations within the Province.

The summer of 1983 saw the publication of the long-awaited **Cumulative Transfer Guide**, a compendium of transfer agreements from 1976 to 1982. The Council will be monitoring the effectiveness of this with a view to determining whether or not there should be a further compilation at some future time.

Inter-institutional Disputes

These have been minimal in 1983/84.

Transfer-Student Research Study

To assist in the resolution of an inter-institutional dispute originating in previous years, the Council has commissioned a three-year research study.

The dispute arises from differing theories about the impact of educational variables (especially course and classroom learning contexts and "student mix") on educational achievement. The study will take place over a period of three years, and is designed to throw light on the tenability of the theories by statistical and other means. Various cohort groups will be studied comparatively in terms of academic and demographic characteristics, educational goals, program characteristics, academic environments, academic outcomes, etc.

Interim reports will be presented to the advisory committee in June of 1984, 1985 and 1986, and a final summary report by September 1986.

Admission Status of Transfer Students

The Council, early in its history, sought and received the assurance of receiving institutions that they would treat transfer students no less favourably than their own. While the specific applications of this commitment were never spelled out, one of the most obvious had to do with admission. In the event of space or resource shortages, for example, transfer students would not be denied admission in favour of students with comparable records already on stream in the receiving institution.

It is the Council's belief that receiving institutions have honoured this commitment. Furthermore, institutional responses to a recent Council enquiry indicate that almost without exception they will still be able to do so.

General Access to the Post-Secondary Education System

The above expectation does not, of course, mean that transfer students will receive preferential treatment in comparison with comparable students at the receiving institution. The Council has taken note of impending changes in admission requirements at receiving institutions (for example, higher minimum university entrance percentages, writing competency tests, etc.), and will be trying to assess the significance of these for transfer students generally.

Recognition of Members' Service

A certificate of appreciation, signed by the Minister, has been forwarded to members who have served the Council for one or more years, and will be sent to present members as their terms expire.

ADDENDUM A

Council Membership

Universities

Mr. Hendrik Slegtenhorst Registrar	Athabasca University
Dr. Ernest Reinhold Director, College Liaison	The University of Alberta
Mr. Jack Oviatt Registrar	The University of Lethbridge
Dr. Horst Betz Department of Economics	The University of Calgary

Public Colleges

Dr. Chuck Day Dean of Instruction	Grant MacEwan Community College
Mr. Thomas Wood Vice-President, Academic	Mount Royal College
Dr. Ed Luterbach Academic Dean	Red Deer College
Mr. Garry Polonsky Vice-President, Program Development	Lakeland College

Technical Institutes

Mr. Seeth Seethram Director, Business and Applied Arts	N.A.I.T.
Mr. Bob Miller Academic Director	S.A.I.T.

Alberta Vocational Centres

Dr. Michael Andrews President	AVC Edmonton
----------------------------------	--------------

Chairman

Dr. Harold S. Baker

Executive Secretary

Dr. Syeda Hameed

ADDENDUM B

Terms of Reference

The following Terms of Reference were adopted by Council motion on February 14, 1975:

1. The Council shall review current regulations, proposals and practices for admissions and transfer which have been generated by Advanced Education and by institutions and subsystems for the purpose of identifying those guidelines and procedures applicable to all institutions within the system of advanced education.
2. The Council shall develop procedures by which admissions and transfer policies, guidelines and procedures are granted system-wide approval.
3. The Council shall compile, maintain and disseminate a registry of all existing admissions and transfer arrangements within the Alberta system of advanced education.
4. The Council shall monitor the effectiveness of admissions and transfer policies and practices throughout the advanced education system; to this end it may carry out, or request institutions to carry out appropriate studies.
5. The Council shall recommend to Advanced Education and to institutions revisions of policies, guidelines and procedures as it deems necessary.
6. Acting within the provisions of existing legislation, the Council shall upon the written request of an institution, serve as mediator in resolving inter-institutional admission and transfer problems. (The Council will not deal with requests by individuals.)
7. In the event that agreement cannot be reached through mediation, the Council shall upon written request by the institutions concerned, serve as arbitrator.
8. In fulfilling its arbitration role, the Council shall establish arbitration procedures, inform the institutions of these procedures, and inform the institutions of its decisions, which shall be final and binding.
9. The Council shall advise the Minister of any legislative changes which it deems necessary.
10. The Council, at the request of the Minister or institutions, shall comment on unresolved transfer problems related to proposed programs.
11. The Council shall report annually to the Minister of Advanced Education on its activities.
12. The Council will operate with the support of:
 - a) Council members, to be reimbursed by Advanced Education for out-of-pocket expenses incurred;
 - b) the Chairman, to be paid an appropriate honorarium; and
 - c) an executive secretary and such other necessary resources and services to be made available by Advanced Education as required by the Council in the fulfillment of its responsibilities.

ADDENDUM C

Principles, Policies and Procedures

CONTEXT

1. Role and Composition

The primary goal of the Alberta Council on Admissions and Transfer is the provision of leadership and direction in the improvement and enlargement of education opportunity for Alberta students through inter-institutional transfer. Implicit in this goal is a commitment to improve communication among institutions of the Alberta post-secondary system — and thus to promote the advantages of a "system" of education, with all that this means for economy and efficiency in educational planning.

In the fulfillment of its role, the Council is engaged in the following activities.

- (a) **leadership** — including the development and formulation of policies and procedures whereby transfer credit for courses and programs may be negotiated.
- (b) **publication** — primarily the production and distribution of a yearly Transfer Guide listing all transfer credit arrangements for courses and programs within the Alberta post-secondary system, together with statements of relevant policies and procedures, and other documents such as an Annual Report and a counselling brochure entitled "What About Transfer?"
- (c) **mediation** — as requested by institutions within the system, to resolve complaints or disputes concerning transfer arrangements and credits, and thus to ensure that the best interests of students are served.
- (d) **applied research** — on matters related to the transfer of students throughout the system: e.g. Transfer Patterns study.

Council members are appointed by the Minister as follows:

- from the universities: four representatives (one nominated from each university)
- from the colleges: four representatives (nominated by the Council of College Presidents)
- from the technical institutes: two representatives (nominated by each of the technical institutes)
- from the vocational centres: one representative (nominated by these institutions)
- a chairman and an executive secretary

The Council meets usually on a monthly basis, generally at institutions.

2. Overview of the System

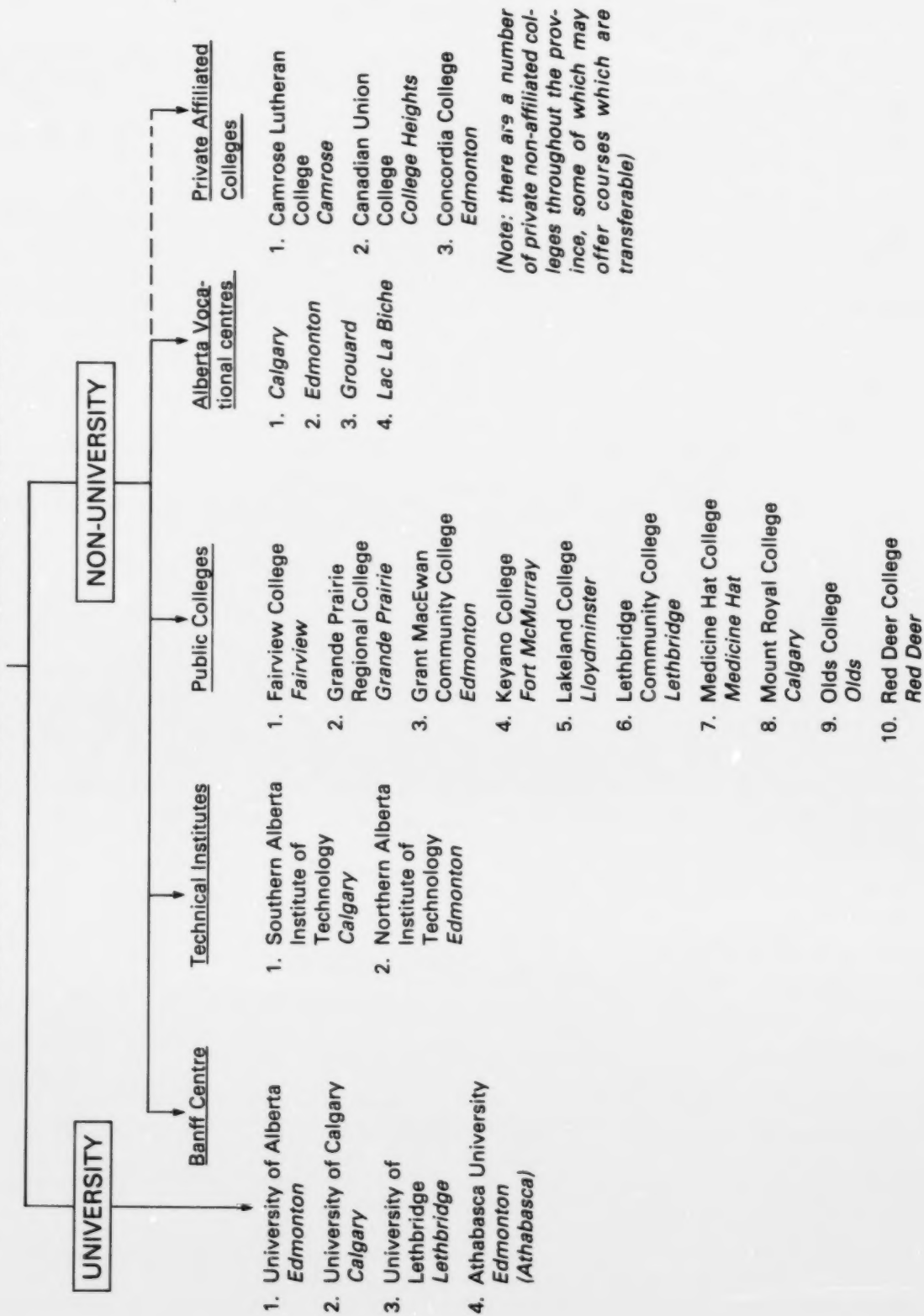
The Council's activities are directed primarily towards the Alberta post-secondary system, which includes four universities, ten public colleges, two institutes of technology, four vocational centres, the Banff Centre, as well as private affiliated colleges (see chart, p. 13). There are, in addition, a number of private non-affiliated colleges — some of which may offer courses which have transfer potential. Although the Council's mandate is directed towards the Alberta post-secondary system, the Council is sensitive to student transferability involving institutions outside of the province. For this reason the transfer guide is distributed broadly across Canada as well as in the United States.

3. Types of transfer

Within the system of post-secondary institutions, transfer of credit for courses or programs may occur among institutions of a similar type (i.e. from one technical institute to another), as well as between institutions of different types (i.e. from a vocational centre to a college). In the negotiation of transfer arrangements among institutions, the Council recognizes the following major types:

- (a) among universities
- (b) between universities and the non-university sector
- (c) among non-university institutions
- (d) from private colleges to universities
- (e) from private colleges to non-university institutions

ALBERTA POST-SECONDARY EDUCATIONAL SYSTEM



4. Definition of Terms

In dealing with matters related to transfer, there are several commonly used terms which may require clarification. Some of the more important are:

Accessibility: the degree of openness of institutions to students seeking admission to their programs.

Transferability: the mobility of students among post-secondary institutions by virtue of their having transfer credit (see below).

Advance credit: the award of credit in given courses or programs on the basis of formal and informal learning experiences including: 1) work experience, 2) maturity/life experience, 3) unstructured educational experiences such as self-study, 4) structured educational activity.

Transfer credit: an advance credit awarded on the basis of successful completion of structured educational activities at a post-secondary institution.

Receiving institution: an institution to which students transfer course or program credits acquired at another institution.

Sending institution: an institution from which students may transfer course or program credits to programs at another institution.

Transferable courses: courses developed by an institution to meet its own program objectives but which have transfer potential. Transfer may be negotiated either on the basis of equivalence or of relevance to Programs or courses at another institution (see page 17).

Transfer courses: courses delivered by a sending institution as courses which correspond in description to courses of a particular receiving institution (see page 17).

Selection criteria: categories of qualification, capabilities, or experience (academic or other) which provide the basis for screening and admission (or rejection) of students to programs.

Affiliation: a formal agreement of association or co-operation between two institutions whereby courses and programs offered by the sending institution are substantially the same as those offered by the receiving institution. For such courses transfer credit is awarded. No formal affiliation agreements currently exist except those between three private colleges and the University of Alberta.

PRINCIPLES

The Council endorses the following as basic to its purpose and activities;

- (a) **Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.**

Barriers to student mobility shall be minimized. The integrity of education programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which he has demonstrated com-

petence, nor should he be granted more transfer credit than his previous learning experiences would warrant for successful completion of a program.

- (b) **Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of content and rigour.**

Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of **virtual equivalence** is vital to such arrangements.

- (c) **Effective career counselling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which he can be awarded. Additional transfer credit may be negotiable on an individual basis.**
- (d) **Although responsibility for higher education is shared among various constituents, individual institutions have the primary responsibility for instructional programs. This responsibility includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.**

In respect of student access to institutions and programs, it is to be emphasized that factors in addition to academic prerequisites often are employed as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not **guarantee** admission to an institution or to a particular program.

- (e) **Institutions have the responsibility and the prerogative to investigate the total educational preparation of applicants seeking admission.**

Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants. The relevance and quality of the applicant's most recent educational experiences should be the basis for admissibility and for transfer credit decisions. Differences in earlier preparation should not adversely affect consideration of the applicant (see Principle (b) re **virtual equivalence**).

- (f) **Students who are granted admission to an institution under a transfer arrangement shall be granted the same rights and privileges as students who began their studies at the institution.**

A POLICY FOR ADMISSION AND TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

1. Admission

Admission to a course or program will be granted to any applicant who has fulfilled the admission requirements for such course or program as established by the receiving institution. Where selection procedures are involved in admission to a program, each applicant shall be treated on the same basis as any other person seeking admission to that program.

2. Transfer of credits

Subject to the above requirements there shall be two major transfer arrangements. The Council on Admissions and Transfer will publish annually a Provincial Transfer Guide listing credit equivalencies including both types of transfer arrangement.

A. Transferable courses and programs:

These are developed by a sending institution to meet its own programs and objectives, and bear its own numbers and descriptions. Transfer may be negotiated either on the basis of equivalence, or of relevance. The principle of **equivalence** refers to courses and programs of the sending institution which are identical or similar to those of the receiving institution. The principle of **relevance** refers to courses of the sending institution which are in the areas or disciplines and at the levels of programs offered by the receiving institution, and are therefore appropriate for credit at the receiving institution.

Credits awarded in this category may involve special inter-institutional arrangements or individual assessment.

B. Transfer courses and programs:

These are delivered by a sending institution as courses and programs which correspond in description to those of the receiving institution.

3. Special provisions for university transfer

A. Among universities: Transfers are assessed on an individual basis by the receiving institution.

B. From public colleges and technical institutes: In lieu of the general admission requirement (see 1, above), admission will be granted to any applicant who upon successful completion of at least a full year's study at the sending institution is recommended in writing by that institution as having satisfied the appropriate matriculation requirements or their equivalent.

C. From affiliated colleges: Details of transfer arrangements negotiated under affiliation agreements (currently those in effect between The University of Alberta and Canadian Union College, Concordia College and Camrose Lutheran College) are included in the Provincial Transfer Guide, and where possible are extended to other universities.

PROCEDURES FOR TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

To facilitate the negotiation of transfer arrangements among post-secondary institutions, the Council has established the following set of procedures.

Objective

These procedures are designed to provide a mechanism for the negotiation of transfer and transferable courses and programs, and for their inclusion in the Alberta Provincial Transfer Guide.

Categories

Courses and programs proposed for transfer credit are of two main types, each of which involves a different relationship between the sending and receiving institution.

1. Transferable Courses/Courses with Transfer Potential

In negotiations of transfer credit for transferable courses, the sending institution shall supply the receiving institutions with the following information: (a) course description, title, grading practices, weighting and outline, (b) textbooks and other resource materials, and (c) qualifications required for an instructor.

Additional information may be required at stated intervals for review purposes, or at the discretion of the receiving institutions.

2. Transfer Courses/Courses in Transfer Programs

In negotiations of transfer credit for transfer courses, the sending institution shall supply the receiving institution with the following information: (a) course description, (b) textbooks and other resource materials, and (c) qualifications required for an instructor.

Transfer credit is based on initial negotiations, when the course is first offered by the sending institution. Subsequent negotiations and concurrence of the receiving institution are required where, in view of the receiving institution, course revisions by the sending institution are sufficiently substantial to affect the transfer credit which has been negotiated.

Procedures

1. Each institution shall identify one central contact person (e.g. Registrar or Admissions Officer) who will be responsible for both internal and external distribution of formal transfer proposals and responses.
2. Each institution shall, through its central contact person, maintain and provide on request from other institutions (a) a list of other important institutional contacts for the purpose of facilitating appropriate preliminary discussions, and (b) a description of the internal procedures followed in the institution for the development and/or evaluation of proposals for transfer arrangements.
3. It is expected that proposals for credit will be processed as expeditiously as possible. If the transfer proposal is acceptable, the receiving institution will inform the other institutions in the system

accordingly. The transfer normally will be honoured within the sub-system of which the receiving institution is a constituent.

4. If the transfer proposal is not acceptable, the receiving institution shall supply in writing, to the sending institution, the reason for this decision.
5. In the event that agreement has not been reached pursuant to (3) and (4), an institution may submit to the Council a written request for mediation. Where, in its opinion, the Council determines that a dispute concerning transfer exists, the Council may mediate to resolve the dispute.
6. In the event that agreement cannot be reached pursuant to (5), the institutions in dispute may agree to submit the dispute to Council for arbitration. The Council will then establish procedures for the resolution of the dispute, and issue its decision resolving the dispute. The arbitration decision of the Council shall be final and without appeal or review.
7. Transfer arrangements are to be regarded as relatively enduring bilateral agreements – to be altered, amended or deleted only after mutual consultation. Regular discussion of existing transfer arrangements should take place between sending and receiving institutions. Any institution planning program or course changes which could bear on existing transfer arrangements as recorded in the Provincial Transfer Guide shall, insofar as possible, inform those institutions which would be primarily affected, subject where necessary to renegotiation. In cases where renegotiations of a transfer agreement are requested by either a sending or a receiving institution, the onus is on the institution requesting the change to provide the other institution with sufficient notice and lead-time to permit renegotiation to occur before the next edition of the Transfer Guide.
8. Renegotiation of transfer arrangements is subject to the same guidelines as for the initial negotiations (i.e., 3-6).
9. When a new agreement has been negotiated, it replaces the old agreement in the next edition of the Transfer Guide. If no new agreement can be negotiated prior to preparation of the next edition of the Transfer Guide, the old agreement will be either removed from the Guide or clearly identified as under review.

INSTITUTIONAL REQUIREMENTS

Within the context of the preceding policy and procedures, each institution has particular requirements and practices for admission of students and awarding of transfer credit. These requirements are listed annually in the Provincial Transfer Guide and in institutional calendars.

**TRANSFER PATTERNS STUDY
FALL 1983**



In the fall of 1978 — after four years of operation — the Council decided that it needed more precise information than was then available about the volume, direction and nature of post-secondary transfer traffic. Such information, it was believed, would help the Council in the determination of its ongoing priorities, and of the location and extent of specific needs and problems. It was further thought that any evidence of trends (as opposed to random developments) in the nature and number of transfers from year to year would be useful to education planners generally.

The Council, therefore, planned and initiated a three-year **Transfer Patterns** study — specifically designed to show how many students were transferring each year, from what kinds of institution to what other kinds of institution, and into what programs. Data were secured through the Contact Person for each institution, and were analyzed and published annually by the Council.

It was subsequently decided to continue the study for two more years. To date there have been four formally published reports — for the fall of 1979, 1980, 1981, and 1982.

This, the final report, is based on data for the total span of five years — from 1979 to 1983 (inclusive). It seems useful to include it with the Council's Annual Report for 1983-84 (rather than to publish it separately, as heretofore) not only as an economy measure, but because its substance will be of interest to most readers of the Report. Tabular materials are not included, but are on file with the Council. A page of bar graphs, however, will reveal some basic numerical findings over the five-year period. (Please refer to page 24).

As to trends, it will be noted that (except for 1982) the overall growth of post-secondary student transfers has been substantial and generally steady over the five-year period. One may hypothesize, if he wishes, about the reasons for 1982 as a maverick year, for a recent shift in the ratio of within-province to into-province transfers, and for some irregular transfer patterns in public colleges and technical institutes.

SELECTED FINDINGS

Full-Time Transfer

1. Except for a minor decrease in 1982, the number of total full-time transfers to Alberta institutions has increased each year since 1979. Over the five reporting periods, the increase has been 38% (5136-5784-6933-6653-7078).
2. The number of full-time within-province transfers has increased each year, except for a 7% decrease in 1982. The overall increase since 1979 has been 46% (2776-3123-3541-3310-4045).
3. Full-time into-province transfers peaked in 1981 but since have declined by 11% (2360-2661-3392-3343-3033).

4. Over the five reporting years, the number of full-time transfers to universities has continually exceeded the number of such transfers to non-university institutions.

Transfer to Universities

1. Full-time within-province (1472-1675-1870-1822-2308) and into-province (1723-2012-2469-2267-2274) transfers to universities have increased each year, except for minor decreases in 1982.
2. Total part-time transfers, which peaked in 1982 after a 155% overall increase, declined slightly in the final year of the study (949-1962-2140-2422-2405).
3. Total transfer into Graduate Studies has grown by 120% since 1979.

Transfer to Non-University Institutions

1. Total full-time transfers to non-university institutions increased yearly until 1981, but since then decreased slightly each year (1941-2097-2594-2564-2496). Within-province transfers increased by 33% between 1979 and 1983, experiencing only one decrease (11% in 1982) during that period (1304-1448-1671-1488-1737). Into-province transfers increased (69% overall) each year until 1982, but declined in 1983 by 30% (637-649-923-1076-759).
2. Within-province transfers to technical institutions peaked in the second year of study (1980), declined in each of the next two years, and then recovered minimally in 1983 (661-849-769-745-776). Although within-province transfers to public colleges have fluctuated yearly, there has been a 49% growth between 1979 and 1983 (632-586-896-736-944).

DETAILED FINDINGS (1979-1980-1981-1982-1983)

Full-Time Transfer (University and Non-University)

Except for a slight decrease (4%) in 1982, total full-time transfers have increased each year since 1979. The total growth over the reporting period has been 38% (5136-5784-6933-6653-7078). The ratio of within- to into-province transfers was 54:46 for the first two years of the study. However, although there was a movement towards more equal distribution in 1981 and 1982, the ratio spread to 57:43 in 1983.

Full-time within-province transfers to Alberta's institutions have increased each year, except for a 7% decrease in 1982. Between 1979 and 1983 there has been an overall increase of 46% (2776-3123-3541-3310-4045).

Between 1979 and 1981, full-time into-province transfers increased by 44%. Since then, transfers have declined by 11% (2360-2661-3392-3343-3033).

The largest proportion of within-province transfers over the five reporting years has consistently been to the university sector (between 53% in 1979 and 57% in 1983). Similarly, the variances for transfers to the non-university sector have also been fairly consistent, ranging from a low of 43% in 1983 to a high of 47% in 1979 and 1981.

A greater proportion of into-province transfers has been to the universities. Fluctuations ranging from 68% (1982) to 76% (1980) were recorded. Greater fluctuations were also recorded for the proportion of transfers to non-university institutions. Such transfers accounted for a low of 24% in 1980 to a high of 32% in 1982.

Transfer to Universities (Full- and Part-Time)

Combined full- and part-time transfers to universities have increased each year since 1979, resulting in a growth of 69% (4144-5649-6479-6511-6987). Although there was a minor (6%) decrease in 1982, total full-time transfers to universities increased each year for an overall increase of 43% (3195-3687-4339-4089-4582). Total part-time transfers increased each year between 1979 and 1982, resulting in a growth of 155% (949-1962-2140-2422-2405).

Both full-time within- and into-province transfers to universities experienced yearly increases except in the 1982 reporting period. The overall increase for within-province transfers was 57% (1472-1675-1870-1822-2308) and for into-province was 32% (1723-2012-2469-2267-2274). The ratio of full-time within-province to into-province transfers decreased between 1979 and 1981 (46:54; 45:55; 43:57), but increased again in 1983, resulting in a 50:50 ratio. The single institution receiving the highest number of full-time transfers each year was The University of Alberta.

The largest proportion of full-time within-province transfers to universities has consistently come from public colleges (between 45-47%).

Proportionately, inter-university transfer ranged from 26% in 1979 to 21% in 1983 (the proportion decreasing slightly each year), while technical institute transfer increased slightly each year from 9% in 1979 to 16% in 1983, and private college transfer accounted for a steady 17-18%.

As was the trend with total part-time transfer, part-time into-province transfers also increased from 1979 to 1982, a 183% increase, but decreased by 8% in the final reporting year (633-1499-1599-1791-1640). Part-time within-province transfers increased each year of the study, resulting in a 142% increase (316-463-541-631-765). Athabasca University recorded increase in part-time transfers each year in all three categories, for an overall increase of 409%.

Over the period of the study, undergraduate program priorities have consistently been in Arts, Administration, Education, Science and Engineering. Of these programs, within-province transfers to Administration have increased yearly (153% overall). Within-province transfers to Arts and Education also recorded yearly increases and overall increases of 92% and 56% respectively. The largest number of undergraduate students each year transferred into General Studies at the University of Calgary. Graduate Studies transfers also have increased yearly for a growth of 120%, with at least 90% of those student transfers coming from outside the province.

Transfer to Non-University Institutions' (Full-Time Only)

Total transfers to non-university institutions increased each year until 1981, but decreased slightly in the last two years of the study (1941-2097-2594-2564-2496). Despite the 1982 decrease of 11%, total within-province transfers have steadily increased by 33% since 1979 (1304-1448-1671-1488-1737). Total into-province transfers increased each year (69% overall) until 1983, when a 30% decrease was recorded (637-649-923-1076-759).

During the five reporting years, the ratio of within-province transfers to technical institutes and to public colleges has been irregular (51:49, 59:41, 46:54, 50:50, 45:55). Within-province transfers to public colleges decreased in 1980 and 1982, but increased in 1981 and 1983 for a total increase of 49% (632-586-896-736-944). Within-province transfers to technical institutes increased in 1980 and 1983, but decreased in 1981 and 1982 (661-849-769-745-776).

The ratio of into-province transfers to technical institutes and to public colleges was also irregular (36:64, 54:46, 36:64, 59:41, 47:53). Transfers to technical institutes fluctuated yearly, with increases in 1980 and 1982 but decreases in 1981 and 1983 (218-329-316-617-334). The number of into-province transfers to public colleges increased only in 1981. By the last year of the study, it had actually decreased slightly from the number recorded in 1979 (382-279-571-420-376).

Of the students transferring to non-university institutions, the largest number of within-province transfers has consistently come from universities (from 47% - 57%).

During the five-year study, priorities continued to be in the Technologies, Business-Administration-Commerce cluster, and Medical Science/Nursing programs. Between 1979 and 1982, total transfers to the Technologies area had increased each year for a total growth of 71%. However, in the final year of the study, the number of transfers to that area decreased by 21%.

¹ Including public colleges, technical institutes, the Banff Centre, and the vocational centres.

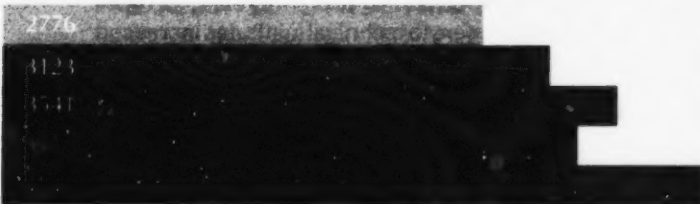
Distribution by Numbers

Full-Time Transfers
Fall, 1979-83

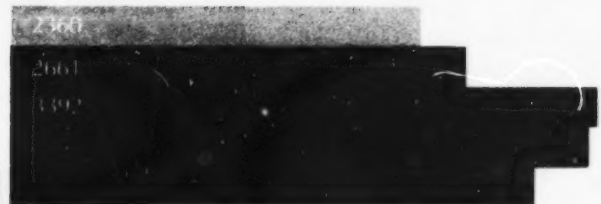
Total Transfers:



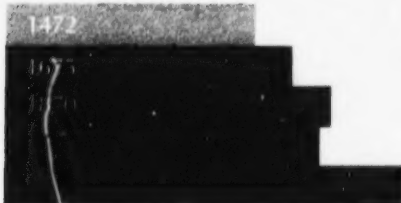
Within-Province:



Into-Province:



To Universities:



To Universities:



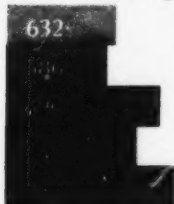
To Technical Institutes:



To Technical Institutes:



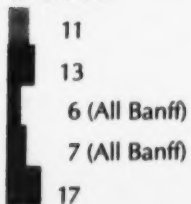
To Public Colleges:



To Public Colleges:



To Others:



To Others:



1979
1980
1981
1982
1983